

FACILITATOR INSTRUCTIONAL MODULE 11

FACILITATOR GUIDE

FIM 11

WHEN ABUSE
HAPPENS:

PUTTING IT ALL
TOGETHER



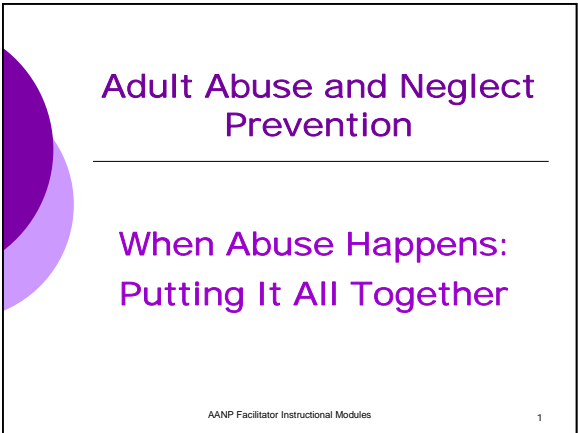
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2007

FIM 11: WHEN ABUSE HAPPENS

PUTTING IT ALL TOGETHER

LEARNING OBJECTIVES:

- By the end of this module, participants will be able to:
- Identify factors that contribute to abuse and abuse prevention
 - Define phrases that remind individuals to maintain a person-centered abuse-free environment



INTRODUCTION:

Module 11 serves as a wrap up to modules 1-10, incorporating many of the concepts previously discussed. This module focuses on how to respond when abuse occurs. The reality is that the abuse and neglect of vulnerable adults still happens. Direct Access Staff (DAS) need to know how to appropriately respond in an abusive situation. This module also involves a discussion of the barriers to reporting, exploring the reasons DAS do not report abuse. The barriers are real and each organization must address the issues raised as barriers. Additionally, participants are taught the acronyms I CARE and WE CARE

PREPARATION:

Arrange the room so each participant can see the trainer and other participants

TIME:

5 minutes for the title page welcome and review of the session goals

INSTRUCTIONS:

Warmly welcome participants to the session, and say the title.

NOTES:

FIM 11: WHEN ABUSE HAPPENS

Session Goals

- To illustrate all the factors that contribute to eliminating abuse and neglect
- To explore what individuals and organizations can do to eliminate abuse and neglect
- To learn simple phrases to remind ourselves to maintain a person-centered, abuse-free environment

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2

LEARNING TECHNIQUES

This module uses several learning techniques: team brainstorming, role plays, self reflection, and group processing.

OUTLINE

This module is 60 minutes. It is divided into four parts:

- Group warm-up activity
- Role play illustrating abuse in real life
- Identifying ways to deal with abuse in the real world through person-centered care
- Wrap up and post test

INSTRUCTIONS:

Review the session goals with the participants. Answer any questions the participants have at this time.

SUPPLIES:

- Flip chart and markers
- LCD projector and computer
- Screen or wall space
- PowerPoint slides
- “Time Capsule” worksheet
- Three copies of *Marty’s Difficult Time* story
- “Marty’s Difficult Time” worksheet

NOTES:

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NOTE:


This module begins with a group warm-up. A group warm-up is like an icebreaker. It is an opportunity for participants to get to know each other, get comfortable sharing with one another, and to get acquainted with active participation in the session.

TIME:


10 minutes for the group warm-up, which includes slides 3 - 5

INSTRUCTIONS:

Prior to the session, copy the “Time Capsule” worksheet, one per participant, and have flip chart paper and markers available for each team. Explain that a group warm-up, like an icebreaker, is an opportunity to get to know each other. Divide the group into teams of 4 – 5. Distribute the worksheets and instruct the participants to work individually to fill out the worksheet, writing down five items they believe should be included in a time capsule that will be opened by another civilization in five thousand years. After five minutes, they are to gather with their team and each discuss their five items. Each member of the team should then explain the reasons for their choices. The team then reaches consensus on which five objects should be included in the time capsule. Ask each team to write their five final items on a flip chart and be prepared to discuss and defend their choices with the entire group.



Time Capsule

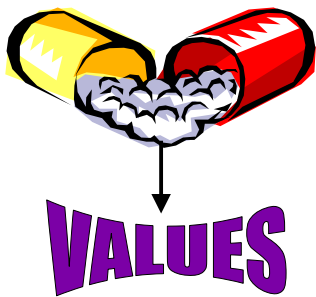


- Using the worksheet provided, write down five things you believe should be put in a time capsule.
- Discuss your answers with your team.
- As a team, discuss what you have written down and agree on the top five things to put in the time capsule. You have five minutes for discussion.
- Write your team's choices on the flip chart.
- Present your choices to the full group.

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3

Time Capsule



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4

INSTRUCTIONS:

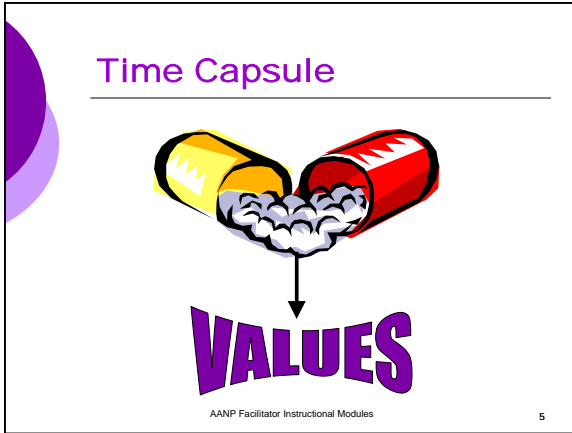
Ask each group to report back. When all groups have reported, note the similarities and differences. Prompt discussion by asking why certain items were chosen or what the different groups think of the differences and similarities.

Debrief the group warm-up activity by discussing values. What we value says a lot about who we are. What each individual listed as the top five items and what the group consensus was, indicates that we each have values. Ask the participants how we learn about each other's values. Encourage one or two re-

sponses. Hopefully, responses will include that we know each other, we have relationships with one another, we take the time to talk with each other and learn what is important to one another.

Ask the group why it might be important to know our co-workers beyond his/her name and that he/she is reliable.

FIM 11: WHEN ABUSE HAPPENS



INSTRUCTIONS:

Continue the debrief of this activity.

TRAINER TIP:

If the participants have experienced previous modules that have discussed person-centered care, explain that much of our discussion in previous sessions has focused on the need for relationships with our clients and knowing each client as an individual. Emphasize the same is true for our co-workers. Relationship development must be extended to our co-workers.

Knowing my clients and practicing person-centered care is how I prevent abuse and neglect.

Knowing my co-workers and learning what values they have is how we prevent abuse and neglect.

If participants have not experienced previous modules, it may be wise to spend a few extra minutes and review the person-centered care philosophy in module 1.

TIME:

10 minutes including the dramatic reading and debrief using slides 6 – 7

INSTRUCTIONS:

Prior to the session, make three copies of *Marty's Difficult Time*. Divide the story into three parts and highlight each section. Introduce the scenario of *Marty's Difficult Time*. Ask for three volunteers to read the story aloud while the rest of the participants listen. Instruct the audience to listen for clues that abuse may have occurred and a proper response to the clues.

Perform the dramatic reading.

NOTES:

Marty's Difficult Time

- Dramatic reading
- Three volunteers
- Look for clues of abuse and a proper response

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INSTRUCTIONS:

Following the story, debrief by asking the participants the following questions. Allow time for multiple responses to each question.

How realistic was the story?

Have you ever experienced a situation like Cara and Marty's?

NOTES:

Thinking About this Story

- How realistic was Marty's story?
 - Have you ever experienced a situation like Cara and Marty's?
- 
- An illustration of a man and a woman sitting at a table, looking at a laptop screen. The man is on the left, wearing a red shirt, and the woman is on the right, wearing a blue shirt. They are both looking at the laptop screen, which is open in front of them. The background shows a window with a view of a city skyline.



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FIM 11: WHEN ABUSE HAPPENS

Exploring How Abuse Happens



- As a team, brainstorm answers to the questions on the worksheet.
- Five minutes for team brainstorming
- Be prepared to discuss your answers with the group.
- Report back



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8

TIME:

15 minutes including slides 8 - 14

INSTRUCTIONS:

Divide the participants into groups of 4. Give each team a copy of “Marty’s Difficult Time” worksheet and instruct them to work together to answer the questions. One person should record the team’s answers and one person should report back to the entire group. Teams have five minutes to discuss the questions.

INSTRUCTIONS:

Ask the teams to report on why Cara was the person who learned Marty had been abused. Write the responses on a flip chart. Likely, responses will include the fact the two had a relationship with each other, Cara as the caregiver took the time to get to know Marty, she regularly cared for Marty, knew what Marty enjoyed talking about, understood his individual habits, and was quick to notice a change in behavior. Be sure to point out how Cara incorporated the person-centered care philosophy into her everyday relationship with Marty.

How important are relationships?

- Why was it **Cara** who learned that Marty had been abused?



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9

What were the signs that Marty had been abused?



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10

INSTRUCTIONS:

Ask the teams to report on the question, what were the signs Marty had been abused or neglected. Write the responses on a flip chart. Responses may include:

- Change in behavior – Marty did not want to be around Cara or talk with her.
- Guarding his arm
- Flinching when Cara came near him
- Recent fight with someone

- Anger – more than typical for Marty
- Withdrawn

A follow-up question to ask the participants is if you were Marty’s caregiver, would you have suspected abuse? Allow time for a couple of participants to respond to the question.

FIM 11: WHEN ABUSE HAPPENS

INSTRUCTIONS:

Ask the teams to report on the following questions and write the responses on a flip chart:

Should you suspect Marty was **abused** or **neglected** by Joe? Why?

What were the triggers that made Marty a potential victim?

What triggers may have led to Marty being abused?

- Why might you have suspected abuse?



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11

What factors put Marty at-risk to being abused?

Did we think of these?

- Temper
- Takes anger out on staff
- Gruff, grumpy ("the Grinch")
- Loner



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12

INSTRUCTIONS:

Highlight those listed that the group missed.

TRAINER TIP:

It is important to note to the participants that Marty is in not at fault for being abused. Discussing the factors that put Marty at risk for being abused or neglected are intended to create awareness among the participants. Adult clients relying on the care of others are at risk for being abused or neglected. And, challenging client behaviors are one of the triggers of abuse and neglect.

INSTRUCTIONS:

Highlight those listed that the group missed.

TRAINER TIP:

This slide ties in abuse and neglect triggers discussed in Module 4: Life Influences; Module 5: Job Challenges; and Module 6: Client Behaviors. If participants have not experienced these modules, it may be helpful to review the modules prior to the session to provide a brief overview of abuse triggers.

What triggers may have led to Marty being abused?

Did we think of these?

- Anger issues
- Challenging client behaviors
 - Gruff, grumpy ("the Grinch")
- Previous fight with client
- Job challenges
 - Punishment as a result of fight with client

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13

NOTES:

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What is our obligation to report?

- To whom?
- How?
- When?

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14

INSTRUCTIONS:

Ask the teams to report on the question, who should this suspected abuse be reported to? How? When? Write the responses on a flip chart. Be sure to bring into the discussion the requirements of your organization as well as the option each staff person has to report directly to the responsible state agency handling abuse/neglect complaints.

TIME:

10 minutes including slides 15 – 17

INSTRUCTIONS:

Ask the participants what caring approaches could have prevented *Marty's Difficult Time*. Write the responses on a flip chart if you desire. Encourage the participants to think about what can be done at an individual level as well as an organizational level. Responses may include:

As an individual:

- I know my clients and his/her individual needs.
- I take care of myself as a caregiver and know when to walk away.
- I know myself and what could trigger me to abuse.
- I know my trigger signals – when I am nearing a point of losing control.
- As an organization:
- We work together – teamwork.
- We share information with each other on what works/doesn't work with clients.
- We care for each other.

NOTES:

How can we prevent abuse and neglect?

- As individuals?
- As organizations?



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15

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Remember it's About CARE

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I know my triggers – It's About Knowing Myself

Consider the other person – It's About Relationships

Activate skills – It's About Recognizing Signs in Others

Report – It's About Courage – Doing the Right Thing

Embrace change – It's About Person-centered Care

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16

INSTRUCTIONS:
Introduce the “I CARE” phrase to the participants as a way of recalling the importance of care.

INSTRUCTIONS:
Introduce the “WE CARE” phrase to the participants as a way of recalling the importance of care.

Remember It's About CARE

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We welcome everyone's input – It's About Respecting and Valuing Each Individual

Establish support – It's About Standing with Those Doing the Right Thing

Consistent assignments – It's About Building Resident and Staff Relationships

Activate teamwork – It's About Building Relationships Among Workers

Report – It's About Taking Responsibility and Ownership

Empower others to act – It's About Listening and Daring to Try

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17

So What?



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18


TIME:
10 minutes for slides 18 – 19, including a written evaluation (if applicable).

INSTRUCTIONS:
Emphasize that caregivers (i.e., all Direct Access Staff) need to care for themselves and for each other to provide the best possible care for the clients and create an abuse-free environment. Abuse prevention is grounded in CARE.

NOTES:

When Abuse Happens

Wrap Up



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19

INSTRUCTIONS:

Discuss with the participants that abuse prevention is about understanding that we don't work and live in perfect worlds. We have to practice the elements of I CARE/WE CARE to make a difference every day.

Encourage the participants to take these phrases back to use in the workplace. When one of them is feeling "triggered," take the first step and go to a co-worker who attended this training and say "I CARE." Reach out for help. No one expects anyone to do this alone. When you see a co-worker being triggered, walk up and gently say, "WE

CARE." Let him/her know she is not alone.

Ask participants to go around the room offering one thing they will take away from this program that will help them prevent abuse and neglect.

Acknowledgements

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